

6 Traits iMovie and Poster

Task

You will work with your clock partner to create a short educational iMovie and poster. The purpose is to teach one of the 6 Traits of Writing to a seventh grade audience. The iMovie should be no more than three minutes in length. Your poster should be bold, colorful and informative.

To be successful, the iMovie and poster should grab and hold the attention of the audience and correctly explain the purpose of the Writing Trait you are depicting.

Materials

- storyboard (found in Pages under *Miscellaneous*)
 - video clips
 - pictures
 - song/rap
 - costumes/manipulatives
 - audio clips (garage band)
 - poster board
 - flip camera
 - Mac lab
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Procedures

1. Use resources to find definition and important information regarding your writing trait.
2. With your partner, brainstorm creative techniques to explain your writing trait to your class.
3. Use a storyboard to organize photos, video and script for your iMovie.
4. You are ready to create your iMovie! Flip camera and mac computers will be available for your use during class only.
5. Using a poster board, create a poster that will be displayed in the classroom throughout the year. This must be an effective teaching tool! Make it bold, colorful and informative.

Resources

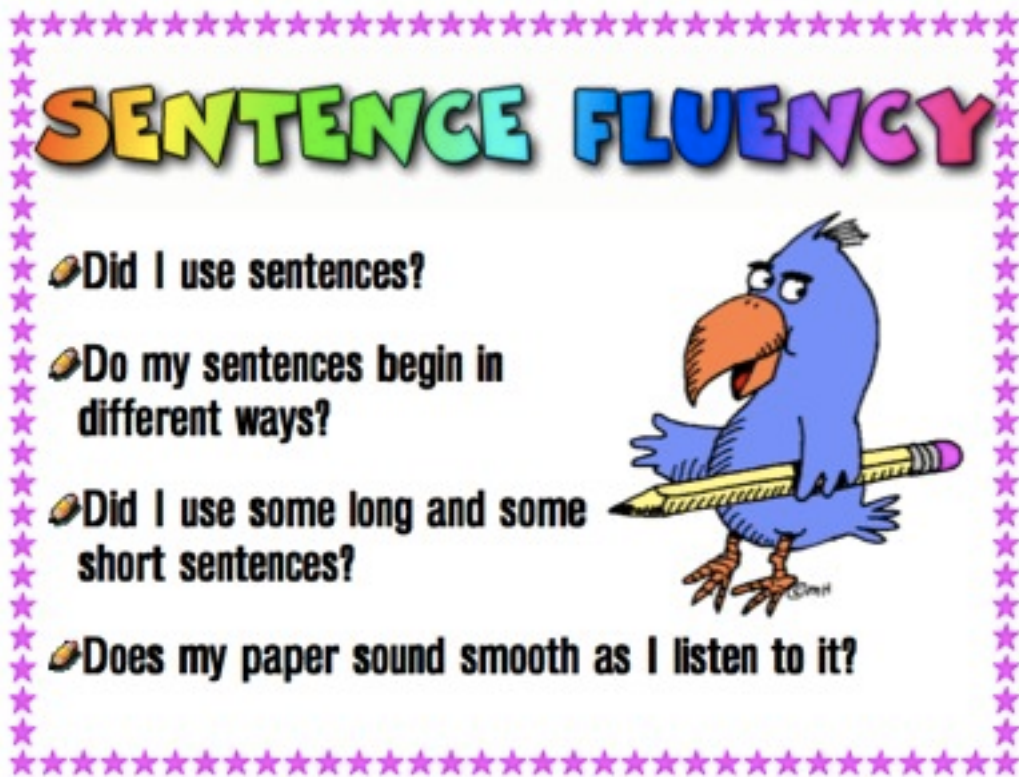
Write Source Textbook p. 34

Example

“The Fun of Sentence Fluency” iMovie

<http://www.youtube.com/watch?v=Db-YgMac7Uo&feature=related>

Sentence Fluency Poster



6 Traits iMovie and Poster Rubric

CATEGORY	4	3	2	1
Storyboard	Storyboard is complete with images and script for each item. Storyboard reflects outstanding planning and organization for the visuals and text in the video/podcast.	Storyboard is relatively complete with pictures and script for most items. Storyboard reflects effective planning and organization for the visuals and text in the video/podcast.	Storyboard has glaring omissions in scene planning. There are few pictures with scripts. Storyboard reflects attempts at planning and organization for the visuals and text in the video/podcast.	Storyboard is not done or is so incomplete that it could not be used even as a general guide. Storyboard reflects very little planning of the visuals and text in the video/podcast.
Teamwork	Students meet and discuss regularly. All students contribute to the discussion and all are listened to respectfully. All team members contribute a fair share of the work.	Students meet and discuss regularly. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	A couple of team meets are held. Most students contribute to the discussion and are listened to respectfully. All team members contribute a fair share of the work.	Meets are not held and/or some team members do not contribute a fair share of the work.
Concept	Team has a clear understanding of their writing trait. Each member can describe their writing trait completely.	Team has a relatively clear understanding of their writing trait. Each member can describe their writing trait.	Team has a vague understanding of their writing trait. Each member can vaguely describe their writing trait.	Team has minimal understanding of their writing trait. Each member cannot describe their writing trait.
Product	End product fully captured and maintained audience attention throughout the presentation.	End product captured and maintained audience attention throughout the presentation.	End product somewhat captured and maintained audience attention throughout the presentation.	End product did not capture and maintain audience attention throughout the presentation.
Creativity	The group used four of the five items listed on the task sheet.	The group used three out of five items listed on the task sheet.	The group used two of the five items listed on the task sheet.	The group used only one of the five items listed on the task sheet.